

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION

Internationalisation Quality Review (IQR)

The international dimension of higher education has become an important agenda item for HEIs. Transnational education, the impact of new information and communication technologies on education, and the definition of educational services as cross-border trade are examples of the way in which the issue is posed.

Internationalisation poses many challenges for HEIs. At the same time, it gives institutions new opportunities for positioning themselves in an increasingly competitive market that is reshaping institutional strategies. Descriptions and definitions of international higher education abound; so do the reasons for introducing an international dimension into higher education — political, economic, cultural, and academics are equally numerous.

The twin issues of quality and internationalisation dovetail in IQR. IMHE, the Academic Co-operation Association, the European University Association, with the co-operation of the International Network for Quality Assurance in Higher Education all collaborate to provide institutions with a service for assessing and improving, where necessary, their efforts to internationalise. IQR provides a flexible tool for a sensitive process.

Based on a self-assessment phase and an external peer review, the IQR is tailored to each institution. The first stage begins with the preparation of a self-assessment,

based on IQR guidelines. This gives the institution the opportunity to evaluate its current international activities and plans and their implementation; future strategies; and its own assessment of outcomes. The second stage lasts two months and involves the visit of an international peer-review team to validate the self-assessment report, provide an external, in-depth perspective, and engage the institution to prompt positive change. The team report is widely distributed internally and the institution determines how to disseminate the report and follow up on the process.

The cost of IQR defrays the expenses of the review visit and the costs of training the review team, briefing seminars and administration. Registration forms are available at www.unige.ch/eua. This work initially focused on quality in higher education and led to the publication in 1999 of *Quality and Internationalisation in Higher Education*. ISBN 9789264170490 (see IMHE info 1999 No. 3).

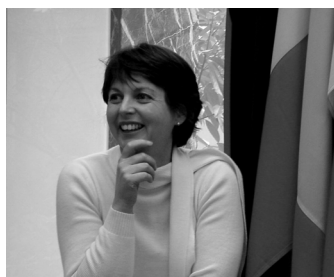
Participating Higher Education Institutions in 2000 and 2001

- ❖ Rhodes University, South Africa
- ❖ Guanajuato University, Mexico
- ❖ Erasmus University, The Netherlands
- ❖ Aalborg University, Denmark
- ❖ University of Valladolid, Spain
- ❖ University of Amsterdam, The Netherlands

What do Students Expect? How do HEIs Respond?

On 3-4 December, at the IMHE Seminar on *Institutional Responses to Changing Student Expectations* in Paris, project leader Peter Coaldrake summed up earlier discussions as a series of questions. What is the nature and context of the relationships between students and universities? How and why are student expectations changing? To what extent, and how should universities respond to student expectations?

Are students consumers? Vice-Chancellor and RMIT President Ruth Dunkin (student population 50 000, including 25% international students from 110 countries)



RMIT President Ruth Dunkin

lent nuance to this key question. "Yes and no. Education is more than a simple public good provided to students for a fee since students later provide services to the community, which in turn provides resources to education and research. Education plays a central role in social cohesion." In

Australia, the education debate is part of the innovation agenda debate concerning Australia's ability to hold on to its RD people. The issue of cost is critical, but "education must be seen as an investment, rather than a cost."

President Brendan Goldsmith, Dublin Institute of Technology (21 000 students), described changing student expectations at his institution: there are greater numbers of post-graduate students, more working students, and more students in four-year degree programmes. "Students are more demanding, they want a better level of service, which includes everything from physical environment to support services (library, etc.) to the quality of the learning environment, and professionalism. Students expect DIT to keep up with the latest technology."

Jacob Henricson, President of ESIB (National Unions of Students in Europe), gives voice to student perspectives. "Students refuse to be identified as consumers." In the recent Brussels Student Declaration concerning the construction of the European Higher Education Area, ESIB reiterated that "Students should be regarded as a core part of higher education, not as consumers that purchase a product." Communication moves students closer to

What do Students Expect?

decision-making structures and makes decision-making processes more transparent. If students are to participate more actively, they need financial support. The investment, according to Henricson, and therefore the participation, makes students more responsible, helps educational structures evolve, and promotes democratic higher education. Michael Conlon, Director of Research, Canadian Federation of Students was "encouraged by the commitment to public education (at the seminar). The United States and New Zealand want education to be traded. We want government to keep education a public service and not a globalised commodity."

How do HEIs Respond?



Student Leaders Michael Conlon and Jacob Henricson

News from the Secretariat

New Members

IMHE welcomes the following new members:

Association of Christian Universities and Colleges in Asia (ACUCA) * Consejera de Educacion y Cultura, Spain * HEFCE, United Kingdom * Istanbul Technical University, Turkey * Ministry of Education, Slovak Republic * Ministry of Education, Culture and Sports, Spain * Ministry of Education and Research, Norway * Ministry of Education and Science,

Sweden * Österreichische Rektorenkonferenz, Austria * Swiss Federal Institute of Technology-Zürich, Switzerland * Università degli Studi di Catania, Italy * Université Laval, Canada * University of Vienna, Austria * Universität Zürich, Switzerland

Elsewhere in the OECD

The OECD Forum on Trade in Educational Services, Washington D.C., 23-24 May

Views vary widely about the benefits of trade in educational services, the desirability of including the sector in multilateral trade negotiations, and how much the initiatives aimed at expanding trade in education should be further promoted. The OECD is examining the implications of internationalisation in the demand for competences and the supply of education and training services. More specifically, OECD is looking at trade in educational services and key trends and issues in international e-learning activities.

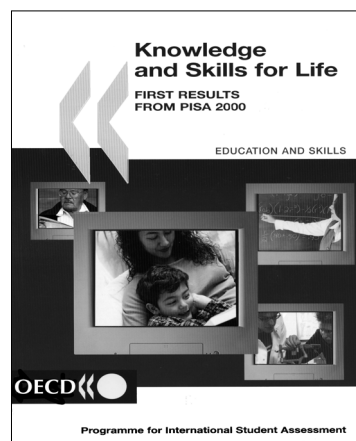
The first OECD Forum on Trade in Educational Services is being jointly organised by CERI and the Trade Directorate of OECD, the U.S. Departments of Education and Commerce, the National Committee for International Trade in Education, the Center for Quality Assurance in International Education, and the World Bank, in co-operation with the Office of the U.S. Trade Representative and the U.S. Department of State. The principal stakeholders actively involved in cross-border trade activities in education and training will use this forum as a platform to discuss the main issues and trends in the global trade of educational services. For programme information, contact Kurt.Larsen@oecd.org

Knowledge and Skills for Life - PISA

Assessing Reading, Mathematical and Scientific Literacy

Are students well prepared to meet the challenges of the future? Can they analyse, reason and communicate their ideas effectively and continue learning throughout life? PISA, the Programme for International Student Assessment, surveys the knowledge and skills of 15-year-olds in the principal industrialised countries, assesses how far students near the end of compulsory education have acquired some of the knowledge and skills they need to fully participate in society. It is an unprecedented attempt to measure student achievement scores in OECD and some non-OECD countries.

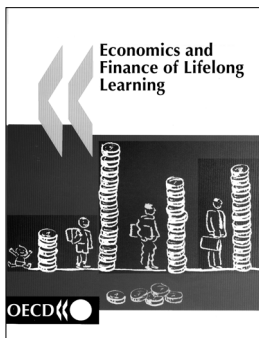
For further information:
<http://pisa.oecd.org>



Publications of Interest

Economics and Finance of Lifelong Learning. OECD Publications. 2001. ISBN 9264195866

Learning is essential for progress in the 'knowledge society', and critical for economic growth and social welfare. OECD Member countries have committed themselves to making lifelong learning a reality for all but the requisite



resources are potentially large and countries differ in their capacity to generate them. Can the challenge be met? This report identifies and examines the economic and financial issues that arise in implementing the goal, and the strategies pursued by the public and private sectors. It addresses individual learning accounts, recognition of non-formal learning, and measures to raise rates of return to lifelong learning. The report draws on analyses, findings, and lessons from earlier OECD work and the proceedings of the international conference on "Lifelong Learning as an Affordable Investment" (Ottawa, December 2000).

Managing the Learning University. Chris Duke. Open University Press, 2002. ISBN 0335207650

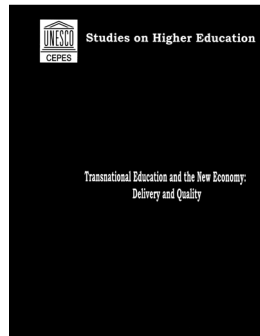
This book debunks prevailing modern management theories and fashions applied to higher education and provides practical guidance on a clear set of principles for re-energising higher education staff to meet the growing needs of the knowledge society. Challenging advice for managers.



Address change? Please inform IMHE.

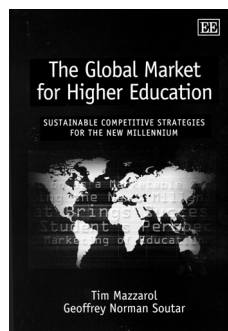
Transnational Education and the New Economy: Delivery and Quality. UNESCO Studies on Higher Education, 2001. ISBN 9290691640

This publication presents the papers of the 2000 Global Alliance for Transnational Education (GATE) conference, co-sponsored by UNESCO. Challenges for the New Economy: Reskilling and Retraining a Global Workforce; Modes of Transnational Education from on-line to On-the-Ground; The Future of a Borderless Education in a Third Wave World; Transnational GATE Principles and Models for Transnational Educational Partnerships; Standards for Quality Assurance in Distance Education.



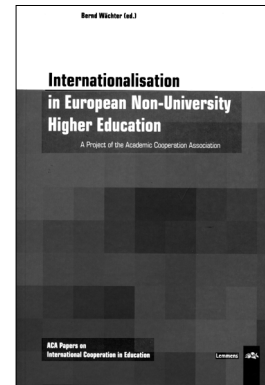
The Global Market for Higher Education: Sustainable Competitive Strategies for the New Millennium. Tim Mazzarol and Geoffrey Norman Soutar. Edward Elgar Publishing, 2001. ISBN 180643293

Many educational institutions now depend on recruiting overseas students to survive. This book discusses the industry from a strategic and services marketing perspective, and proposes a model for obtaining and maintaining a competitive advantage.



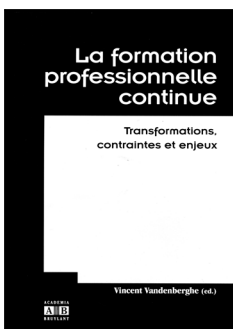
Internationalisation in European Non-University Higher Education. Bernd Wächter, ed., Lemmens. 1999. ISBN 3932306333

This book explores the state of internationalisation in Europe's non-university HEIs such as the Dutch *hogescholen*, the German *Fachhochschulen*, and the Irish Institutes of Technology. State-of-the-art reports on 15 European countries are presented along with experts' papers from an international seminar held in Bonn on the issue.



La formation professionnelle continue : Transformations, contraintes et enjeux (French only). Vincent Vandenberghe, ed., Academia Bruylant, 2000. ISBN 2872095756

The growing interest in continuing education is part of the debate on a new social issue. In the United States, the issue is that of rising income inequality; in Europe, it is that of status with respect to the labour market. This book assesses the development of continuing education, analyses the meaning of the internal changes and the external impact, and discusses its benefits.



IMHE Calendar 2002

General Conference Update

16-18 September

16th IMHE General Conference on *Incentives and Accountability: Instruments of Change in Higher Education*, OECD, Paris, France.

For programme information:
www.oecd.org/els/education/higher
 or contact IMHE at imhe@oecd.org

The programme for this flagship event promises to be stimulating. The four plenary sessions provide a national, an international, an institutional and an individual perspective on the conference theme. Sir Howard Newby, Chief Executive of the Higher Education Funding Council England (HEFCE), will open the discussions. Dr. Klaus Landfried, Secretary General of the German Rectors' Conference will give the keynote address on the institutional milieu, and Professor Bernard Belloc, head of the Conference of French University Presidents will respond. A round table will debate internationalisation and transnational education. A panel including university rectors or presidents from Australia, Norway, and the United States will discuss institutional identities in the context of how today's universities are governed. Laurie Taylor, sociologist, radio broadcaster and well-known columnist in *The Times Higher Education Supplement*, will speak at the dinner conference.

23-24 May

OECD Forum on Trade in Education Services, Washington D.C. www.oecd.org.

14-19 June

Roles, Identity, Strategy for New Institutions, IMHE/EUA Strategic Management Seminar for University Leaders, University of Edinburgh, Scotland.

21-22 June

International Conference for Leaders of New Generation Universities, IMHE/University of Western Sydney, Association of Commonwealth Universities, Sydney, Australia. www.uws.edu.au/uws/conferences/nguc

26-27 August

Seminar on *Managing University Libraries*, OECD, Paris, France.

5-12 October

Study Visit to English and French-speaking HEIs in Canada.

3-6 November

Strategic Management Seminar for University Leaders, IMHE, in co-operation with the University of Regina Carmeli and the Association of Universities of Asia and the Pacific (AUAP), Manila, The Philippines.

Other Meetings of Interest

11-12 April

From Lisbon to the European Area of Higher Education: Issues of Recognition in the Framework of the Bologna Process, Council of Europe, Lisbon, Portugal.
 Contact: Sjur.bergan@coe.int

19-22 June

The Changing Universities: The Challenge of New Technologies, EUNIS 2002, 8th International Conference of European University Information Systems: Faculdade de Engenharia da Universidade do Porto, Portugal.
www.fe.up.pt/eunis2002

24-27 June

Academic Values, National Dreams, Global Realities, International Association of University Presidents XIIIth Triennial Conference IAUP, Sydney, Australia.
www.iaup-triennial.org

24-26 July

The AVCC Public Relations and Marketing Conference 2002, Quality Time, The Australian Vice-Chancellors' Conference, North Queensville, Australia.
www.avcc.edu.au

2-4 September

The New Educational Benefits of ICT in Higher Education, CHEPS European Conference, Rotterdam, The Netherlands.
www.oecd.nl/conference

8-11 September

Crossing National, Structural and Technological Borders: Development and Management in Higher Education, 24th Annual EAIR Forum, Prague, The Czech Republic.
www.org.uva.nl/eaair

9-11 September

Conference, *European Universities in Crisis?* Deans' European Academic Network, 2002 Bogaziçi University, Istanbul, Turkey. Sme.belgium.eu.net.esmu

11-14 September

14th Annual EAIE Conference, Porto, Portugal.
www.eaie.org

IMHE-Info is published in English and French by the OECD Programme on Institutional Management in Higher Education (IMHE). Extracts from this newsletter may be reproduced provided that credit be given. Send inquiries, comments and items to be considered for publication to:

Deborah Glassman, Editor
 IMHE Programme, OECD
 2, rue André-Pascal
 75775 Paris Cedex 16, France
 Tel: (33) 1 45 24 92 24/64
 Fax: (33) 1 42 24 02 11 or (33) 1 44 30 61 76
imhe@oecd.org
www.oecd.org/els/education/higher